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JOURNAL OF EDUCATION

FEBRUARY 15, 1932

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Publication dates will be the first and third Mondays of each month, September to June inclusive. Our next issue will be that of March 7.

The Publishers

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Instruction Fitted to Each Child — DAVID E. WEGLEIN

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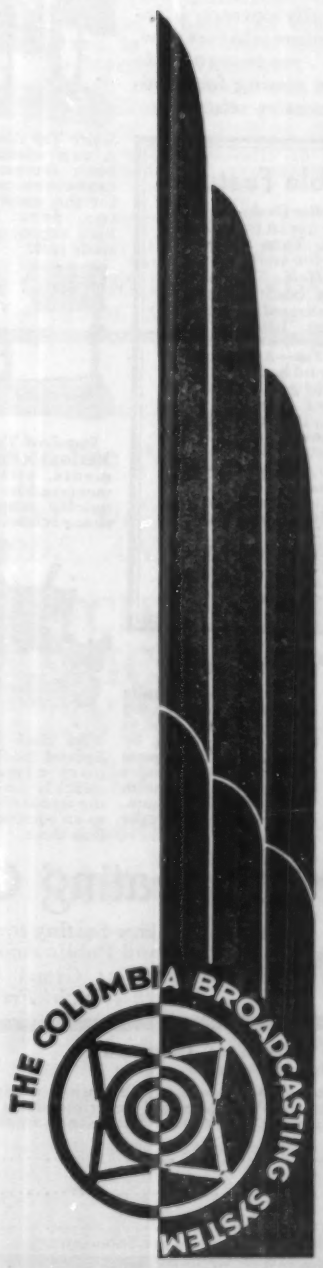

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Indexes to Journal of Education are published annually with the last issue in December. The contents are also listed in the Education Index.

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Editorials

Teacher Training

EDUCATION has been a dominant factor in America since the settlements in Virginia and New England, but the professional training of school teachers has presented special problems in teacher training only since the establishment of State Normal Schools in Massachusetts in 1839 and 1840.

An intelligent consideration of the problem in teacher training today requires an adequate appreciation of the advisability of special preparation of school teachers because of the creation of tax-supported and legislative-controlled public schools by Horace Mann, 1826 to 1837.

There had been satisfactory education from the standpoint of those who were dominating affairs in the South, in New England, by the Quakers and the Dutch. Education was for the promotion of the public good. In the South education was for the promotion of cultural leadership.

In New England, education promoted civic, social and religious stability. Quaker education magnified family and community behavior and industry. Dutch education produced social, commercial, and religious respectability.

When Federal conditions supplanted colonial, Thomas Jefferson in Virginia, De Witt Clinton in New York, and Noah Wester in New England heroically and brilliantly championed American education. Their appeals loom large in literature, but failed to materialize in institutions or school systems.

A combination of circumstances under the magical leadership of Horace Mann created, between 1826 and 1836, a public school sentiment with tax support and State legislation in Massachusetts, which gradually became the American school ideal.

Recognition of Education

HORACE MANN created the American public school, tax supported and legislatively controlled. It has been fiercely opposed for ninety years by vicious interests. Now, for the first time, there is national recognition of American education.

"Federal Relations to Education" have been studied by Henry Suzzallo, Charles R. Mann, Ray Lyman Wilbur, and three hundred representative specialists with no domineering purpose.

The public assumption was that it was expected to be a Chinese wall of administrative protection against any professional intrusion upon political domineerance of education.

The profession, even, has not recovered from the shock of discovering that the Report is really the greatest study of American education in ninety years, rivaling scientifically and brilliantly the famous Fifth Annual Report of Horace Mann in 1841, which created the American public school idea. Dr. Henry Suzzallo recognized the magnitude of the responsibility he accepted as director of the "National Advisory Committee on Education" created by President Hoover.

As president of the Carnegie Federation for the Advancement of Teaching, Dr. Suzzallo accepted his appointment as the "director of the National Advisory Committee on Education," appointed by President Hoover at the suggestion of Ray Lyman Wilbur, Secretary of the Interior, and William John Cooper of the Office of Education, who realized that Dr. Suzzallo must have an absolutely free hand in the study of a situation which has been highly critical for more than sixty years.

Charles R. Mann of the Council of Education, the most important of all strictly professional organizations, was the official head of the Advisory Committee, and J. W. Crabtree of the National Education Association was secretary.

Dr. Suzzallo, with an unprecedented range of personal and professional experience, appreciated at once that the world crisis would require entirely new activities in education.

He selected three hundred field agents, regional consultants, research collaborators, and secured information such as has never been available.

This information has been used masterfully, skillfully and scientifically.

One of Dr. Broome's Achievements

THE Philadelphia Public Ledger, January 20, published a statement by a high school teacher that high school students keep liquor in their lockers.

Superintendent Broome called the teacher and

the principal to his office, and published in the daily papers a stenographic report of the interview.

The teacher admitted that he had never known of a case in which a student kept liquor in his locker, and he never had actually known of any such case. He had used a mischievous rumor that there had been such cases.

The principal of the high school said he had never known of such a case; that the lockers had been carefully watched, and he was sure there could be no such condition without its being discovered.

Why was that high school teacher in a ministers' meeting talking about that subject?

There is no language adequate for expressing one's opinion of a high school teacher who could be induced to appear anywhere to say anything that could possibly be construed into defamation of the character of his students.

Dr. Broome stated the case forcefully:—

"Thinking people who know youth and have their interest at heart are getting very tired of this constant berating of the young people of our community. . . . How can we expect the rising generation to have respect for our country and its institutions if they are to be exposed to a constant barrage of flippant and irresponsible criticism?"

Education in Baltimore

BALTIMORE enjoys the luxury of "mutual respect and confidence established between the citizens of Baltimore, the School Board, the Board of Superintendents, and the teachers."

This is recorded by the Public School Teachers Association, Margaretta Collins, president, in resolutions signed by every teacher in the city of more than 800,000 population, presented to William Lee Rawls, president of the City Board of Education for six years, who declines a re-appointment.

Many conditions have contributed to the wonderful achievement of these years in which Dr. David E. Weglein, superintendent, has been a vital factor.

N. E. A. Building

THE great event in education's history will be the meeting in Washington on February 20-25.

One of the features which will make 1932 forever famous in education is the fact that the new education building of the National Education Association will be in service for the first time at the February meeting of the Department of Superintendence.

When prosperity was at its height the leaders of the Association improved the opportunity to meet future responsibilities.

The first problem was to provide approximately half-a-million dollars without taking a dollar from the treasury of the Association, without asking for a dollar of tax money, without accepting any philanthropic gift.

The spirit of modern education is in every feature of the new National Education building. The intranationalism of American education of every state, territory and island, of every city, county and interest, is magnified.

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Unit Mastery Arithmetic

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In arithmetic computation is valueless unless it promotes or tests thinking whenever it is needed in real life. There is no education in perfection in any skill unless it is used to some vital purpose.

John C. Stone of Montclair and Clifford N. Mills of Normal University, Illinois, in their three books in "Unit Mastery Arithmetic," have created a new science in education and a new art in teaching.

There is no lesson in the more than 1,000 pages of these three books that does not inspire clear thinking for use by the child out of school.

An example of attention to detail is the use of 300 different names of boys and girls in the phrasing of problems, so that every child is sure to see the name of every nationality, race and interest in the lessons in arithmetic.

See review of "Unit Mastery Arithmetic" in this issue.

Belding's Page

"First in the Hearts"—

IF GEORGE WASHINGTON happens to be looking on at the observance of the two-hundreth anniversary of his birth, he must be happy to be so gratefully remembered by the nation which he served. He must be happy, too, in the knowledge that the United States has grown to occupy so large a place in the sun, and that it has enabled so many human beings to fulfill in some degree the dream of freedom.

But the truth that Washington might fail to perceive is—that with all the fuss being made over his memory and deeds, the present generation of his fellow Americans only half appreciates him. His fame has suffered from the wrong kind of press-agenting. He has been held up as a model that ought to be emulated or imitated, rather than as a human being whose personality naturally grips and appeals to all of us.

The minute a boy or a girl is told that a certain person is a hero, to be admired and venerated, there is a strong resistance.

And this has been unfortunate. We have somehow failed to recreate the real Washington. For it was his personality and the confidence he inspired that maintained the courage and the hopes of the colonists during the Revolution, and again it was his personality that held the states together until they could be welded into a firmer unity. We owe our very existence as an independent nation today to George Washington more than to any other man whomsoever. And the debt is chiefly to his character. Why does he not electrify and thrill us, as, for example, Lincoln does?

Suppose It's a Pose

NO, Miss Brown, you are not necessarily old-fashioned merely because you persist in giving "A's" for "A" work. You probably believe in the encouragement that comes from recognition of achievements in the daily life of your pupils. An eye for an eye and an "A" for an "A"—these are matters of justice.

Some of your fellow teachers simply refuse to grant a mark of "A" for any but the most super-excellent work. They are afraid they will be thought "easy markers." They regard it as a sign of a high standard in scholarship not to bestow "A's" with lavish hand, but grudgingly, to the elect.

A college professor was explaining to a dinner party his method of marking examinations. "If the student gives answers that merely reflect what he has learned in class, I mark him 'B,'" he declared. Whereupon one of the guests inquired: "Professor, when are you going to begin giving your classes 'A'-grade instruction?"

Of course there is some point to the reserving of "A's" for performances which indicate unusual thoroughness, originality or power. There has doubtless been in the past a good deal of slipshod marking. The highest grade has been too readily won. It is well to hold up high standards. But—there is such a thing as making a fetish of the refusal to grant "A's." The English department of Harvard, a generation ago, may have been responsible for the starting of a fad of this nature in the lower schools and the colleges as well. The Harvard policy was sincere enough and timely. English had been more or less of a farce. The best marks had been showered upon those who did quite ordinary or inferior work. Drastic steps were called for—and Harvard led the way to a splendidly worthwhile reform in University English instruction.

Those of your associates, Miss Brown, who hoard their "A's" do not mean to ape anybody. They really believe they are standing for a principle, and they hope, by applying this principle, to foster originality, genius, artistry, and the rest of the qualities which they demand as the price of an "A" on the report card.

But—after all—the rating of "A," in terms of percentages, is not so lofty that it should be unattainable by the conscientious student of fair ability. The hope of reaching that rank is an incentive which ought to be utilized, not tossed away.

You are right, Miss Brown, in giving an "A" to every one who earns it. But you and your associates will never agree on the definition of "earning," as applied to this matter. Some of them will think you are too liberal, and you will think them too stingy. On the whole, your attiture may do more for the cause of learning than theirs, and for the development of capacities.

Auson W. Belding

Associate Editor.

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IN THE CENTRE THE UNITED STATES CAPITOL; IN THE BACKGROUND THE WASHINGTON MONUMENT; A LITTLE FURTHER BACK, THE NEW TEN-MILLION-DOLLAR ARLINGTON MEMORIAL BRIDGE; IN THE FOREGROUND AND TO THE LEFT, THE LIBRARY OF CONGRESS.

A Capital That Was Planned

By CURTIS HODGES

Executive Director, Greater National Capital Committee.

WASHINGTON, the National Capital, with its 668 parks, its broad tree-lined avenues and its magnificent public buildings has not been thrown together by chance.

The entire development of the city has been along what is known as the L'Enfant plan. It is true that this plan has not been adhered to closely and continuously throughout the years, but in the main there has been adherence to it and it is the model that is being followed today. There have been deviations from it, but Charles W. Elliott, Second, of the National Park and Planning Commission, is authority for the statement that such deviations usually have caused trouble.

There was a time, for example, when Andrew Jackson, President of the United States, in the midst of a discussion as to where the United States Treasury building should be, walked forth, stuck a cane into the ground, saying: "The building shall be here." It was placed on the site designated by Jackson. Today with its Greek architecture it is one of the show places of Washington, but as a result of Jackson's impulsiveness it is so situated as to shut off the view of the White House from the Capitol, an obstruction that was not contemplated by L'Enfant, and a blunder that cannot be corrected.

The Mall now one of the show places of Washington existed as an idea in the mind of L'Enfant. But the development of this area was greatly neglected and only in recent years has it come into its own. The Mall, as is well known, extends from the Capitol to the Lincoln Memorial, and takes in the landscaped areas of the United States Department of Agriculture, the seventy acres of the Sylvan Theatre surrounding the Washington Monument, and the Smithsonian grounds. Undoubtedly L'Enfant, if he could now see the Mall with its two-million-dollar Lincoln Memorial, and great reflecting pool, would feel that his work had not been in vain.

In Washington's term as President, the Federal district, later known as the District of Columbia,

was selected and laid out by Washington, Jefferson, Secretary of State, and Major Charles Pierre L'Enfant, a highly capable French engineer employed by Washington for the task of planning the Federal City.

It is not possible in the space available here to go into detail in regard to L'Enfant's ideas. It may be said, however, that he stressed the accommodation of his plan to the topography. L'Enfant, as nearly as can be determined, did not follow any precedents in city building. Briefly stated, he devised an original plan entirely unique. He made his plans only after a careful study on the spot of the "best sites for principal buildings, allocated in the order of their importance and located with consideration of both prominence and outlook. He tied these sites together by means of a rectangular system of streets, and again connected them by means of diagonal avenues," says William T. Partridge, consulting engineer of the National Park and Planning Commission.

As has been stated the plan of L'Enfant has not been followed closely and continuously through the years, but it has been revived from time to time, and since its revival in 1901 with the appointment of the McMillan Commission headed by Senator McMillan, definite progress has been made. More park land has been acquired, a $200,000,000 Federal Building program is being carried out, the Mall has been made the beautiful place that it was intended to be, and in fact many steps have been taken to place Washington at the head of the most attractive world capitals.

After a very careful and intensive study the McMillan Commission reaffirmed the soundness of the L'Enfant plan, and recommended its extension on a scale more adequate to the greater capital of a greater country and in a manner inspired by its spirit. The McMillan report, a re-affirmation of the plans of L'Enfant, has been the basis of all major projects initiated since that time. Among these are the development and beautification of the Mall; the enlarged Capitol Plaza, a $5,000,000 development that is just now reaching completion; the Lincoln Memorial with its gigantic reflecting pool, and many others.

Soon Pennsylvania Avenue from the White House almost to the Capitol Grounds is to be bordered on one side by the greatest array of public buildings in the history of the world—the "$200,000,000 worth of government buildings in the Federal Triangle." Here again is a tribute to L'Enfant and his capabilities. His idea was to have the mile stretch between the White House and the "hill" a scene of great beauty with mansions of foreign ministers, gardens, sloping lawns and a great religious temple. These will not rise, but in their place and following in a way his suggestion, will be the massive government buildings heralded by the seventeen-million-dollar Department of Commerce home already completed.

So after the vicissitudes of the years, after dismissal from his position and twenty-five years of a bitter life in the city he created, the memory of L'Enfant lives.

The site of the Federal city when L'Enfant began his work was not magnificent. It consisted of a group of farms and two villages. But it had possibilities apparent to the imagination of the French engineer. It had attractive sites for large buildings and that was the feature that interested L'Enfant. These early settled river lands exhausted by intensive tobacco cultivation and in many instances abandoned and heavily overgrown took on a new appearance in the imagination of the engineer. As is true of all those who are gifted with the ability for creative work, he did not see the comparatively minor defects, or if he saw them he viewed them as impedimenta that might easily be cleared away. L'Enfant's enthusiasm is best denoted in his own description of the building sites:—

> ". . . but most particularly on the part terminating on a ridge to Jenkins Hill and running in a parallel with a half-a-mile off from the river Potomack, separated by a low ground, intersected with these grand streams —many of the most desirable positions offer for to erect the Publique edifices thereon— from these heights every grand building would rear with a majestic aspect over the country all around and might be advantageously seen from twenty miles off. . . ."

This man, endowed with the creative instinct, in one short year completed the basic plans for the capital of the greatest nation in the world. That he disagreed with Washington; that his soul was torn asunder when an inferior building was erected on one of his chosen sites; that he finally was discharged by Washington; that he spent the last years of his life in moody rambles about the city always carrying a roll of papers as though ready to appear before a Congressional commission; that only recently he has won a last resting place in Arlington—these things are not important. It is the creation, not the creator that counts. L'Enfant's Federal city, in the days of Washington a scene of mud, marsh, hut and hovel; at the end of the Civil War a group of 60,000 souls dependent on local springs for water, dim streets lighted only with oil lamps, parks unimproved and neglected, and its streets playgrounds for urchins, is coming into its own. After all, despite the dissensions and irritabilities of the early days, it is, so far as planning is concerned, the Federal city of George Washington and L'Enfant.

The Federal Lookout on Education

By HON. RAY LYMAN WILBUR

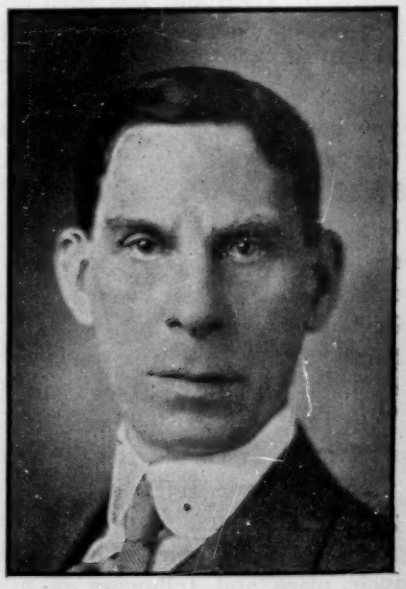
Secretary of the Interior

IN GENERAL much of American education has been steered by amateurs. Our school district and school board system has been of great advantage in making it possible for millions of children to find a seat in American schoolrooms. But the school board, with all of its power, while apt to be made up of the most substantial and public-spirited citizens of the community, is not likely to be composed of experts in school organization, school management, curriculum, etc. With the city and county superintendents of schools, and now with the development of effective state organizations with a superintendent in charge, we are beginning to put the expert and professional point of view to work. Until the college entrance examinations, the College Entrance Examining Board, and college requirements in general came along, there was no adequate standard for measuring the achievement of schools in different parts of the country. The effect of the attempt to keep approximately at the same level the admission requirements of the colleges of the country has been one of the most substantial rallying points, if not the only one, in developing a fairly uniform quality in American education. Much of the difficulty has been due to lack of information in the hands of the people making the decisions. With the best intentions in the world, if you do not know the subject, you cannot expect to get satisfactory results. Constantly new ideas are being presented by individuals, by educators and by the development of the changes in thought going with an advancing civilization. It becomes important to know which of these ideas should be accepted or at least given a trial and how this should be done.

The Federal Government has the unique responsibility and opportunity under our manifold local and state system of education of providing information in the form of facts, either as statistics or as published surveys, or in other ways, so that the educational forces may have knowledge of what is possible and what is going on elsewhere. Co-ordination of methods, of ideas, and of procedures, can be brought about without executive control and management.

IN THE training of the intelligence, in the development of personality and character, and in the preparation of boys and girls to be self-sustaining men and women, the time element is important and the methods adopted may have widely varying effects. We are a country of mass production, simplified management, and standardized processes. There has been a tendency to look on the school child as a unit and to handle him somewhat on a factory basis. We now more fully understand that every human unit varies from every other human unit; that the rate of growth and the possibilities of growth are individual. A uniform system of education which advances from step to step with the age of the pupil may be totally ineffective from the standpoint of a large percentage of individuals. With this perception of the difficulties facing the teacher, a clearing house of information on all phases of education, including mental tests, vocational aptitudes, etc., is of supreme importance. How can a school board in Curry County, Oregon, obtain information which will enable it, with limited resources and wide spaces to cover, to bring out all that is possible in the young human material of that area? They can only get this information through the county and state superintendents, who must acquire it by contact with other superintendents, and who, if they are to be effective, must be active members of the national educational clearing house, the Federal Office of Education in Washington. The same thing holds true for a section of St. Louis, settled with newly arrived emigrants mixed in with other elements of the native population. We have to view each child with his full potentialities in mind. We do not know where the future Hoovers and Edisons are located. We need as widespread effectiveness as is possible. If there are certain fundamental things that should be nationwide in our school system, then we can only make them available by widespread public knowledge.

Vital, too, it seems to me, is the survey and the resurvey of what actually is going on in certain areas. These surveys now must more and more



RAY LYMAN WILBUR

take the form of results obtained with the pupils and also values obtained from the dollars spent. With an expanding country and expanding tax rolls, it has been possible to make costly mistakes and still not suffer unduly from them, but now, with the taxpayers' strike coming from the world depression, every educational dollar must produce a hundred cents worth. This means that we must know where the best work is being done and seek to imitate it elsewhere. It is important, too, that education should not get into fixed positions and traditional attitudes. What has been done is so easy to imitate; what should be done is so hard to inaugurate. The stimulation of new ideas and the presentation of facts through an established Federal agency can, if well done, keep our educational system on the move upward and keep it up-to-date. It is now in many places well behind the requirements of the age. Advances can be stimulated but not ordered by our present Office of Education. Mass orders, or orders covering too wide a territory, are apt to fail of application at many points. Ideas spread over a wide area can be made effective in varying degrees at all points in accordance with their local application.

It is worth while to note that the United States Office of Education was established:—

(1) "For the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several states and territories." Schools which are administered through forty-eight states and in many of those states administered by local school boards need this service. Our high school statistics are now about 95 per cent. complete.

Facts on state school systems are gathered from all the states and are as complete as the states have them, which presumably is one hundred per cent. Data on city school systems are approximately one hundred per cent. complete. These data are published every two years by the Office of Education.

(2) "And of diffusing such information respecting the organization and management of school systems, and the method of teaching or shall aid the people of the United States in the establishment and maintenance of efficient school systems and otherwise promote the course of education throughout the country."

In this latter connection are issued a series of bulletins, pamphlets, circulars and School Life. Each of these gives data valuable to those interested. School Life has become the mouthpiece of the Office, giving an account of its policies and serving as an index to teaching materials in the various government bulletins.

In the present administration two things have been done:—

First: The Office itself is better equipped to keep the people informed. There has been added a section on Negro education, a section on special education, and the section on foreign schools has been raised to the status of a division.

Second: Nationwide surveys have been undertaken.

The Survey of Secondary Education was begun July 1, 1929, and will be finished by June 30, 1932, under the direction of L. V. Koos of the University of Chicago. In all, eighty-three different forms (forty-nine were really questionnaires) varying in length from one to forty-six pages each, were circulated to state departments of public instruction, to city systems, to individual secondary schools, and to superintendents, supervisors, principals, teachers, research directors, librarians, pupils, parents, and other persons whose contacts keep them in touch with the schools and their product. Care was exercised through check of each mailing list against a composite record of all mailing lists that no one institution should receive a disproportionately large number of forms. Nearly 175,000 forms were circulated. The responses ranged from a 100 per cent. return on some forms to a 16 per cent. return on an inquiry mailed to former students of the schools. The return on all forms at the time this is written averages 62 per cent.

In the Teacher Education Study (begun July 1, 1930) E. S. Evenden of Teachers College, Columbia University, sent out a questionnaire directly to the teachers. These were sent in care of superintendents of cities of 10,000 or more population and in care of state superintendent for all places of less importance; 465,000 represents approximately the number of returns. In addition there have been twenty-five other forms which have gone to teachers, superintendents, institutions for the preparation of teachers, etc.

The School Finance Survey, which has been in progress since July 1, 1931, under Paul R. Mort of Teachers College, Columbia University, has turned up many interesting questions. We are trying now to get, by January 1, 1933, some of the problems which will be of interest to the legislatures which meet in that year. If our appropriation is allowed we feel sure that we can do it.

In a country which has forty-eight state school systems each under a state superintendent with varying powers of control, information of the kind sent out by the Office of Education takes on new importance.

We cannot have too much light on the training of those minds that will make our future. As clearing house, research centre, information bureau and broadcasting station, the Office of Education has a major role in the Nation's educational program.

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What the Association Has Achieved

By BELMONT FARLEY

BELMONT FARLEY

THE representatives of the ten state teachers' associations who met in Philadelphia in 1857 and created the organization now known as the National Education Association of the United States were men of vision; but the most foresighted of them could not have predicted the extent to which the movement then begun was eventually to influence American education and to touch every phase of human activity in this nation and the world.

Before the organization had celebrated its tenth birthday its members were busy healing the wounds of discord and bitterness left by four years of war. Again, in 1917, when the battle flags of nearly all the nations of the world were unfurled in conflict, a united profession of teachers was at work safeguarding the security of the future while they, too, with millions of other citizens, were feverishly engaged in the necessary work of maintaining the safety of the present. And now as we face our most difficult economic crisis, the National Education Association and co-operating state and local associations are the nation's greatest assurance that the losses it is suffering will be confined to the present, and that its human resources will be conserved as the basis for tomorrow's prosperity.

The influence of the organized profession of teachers is not restricted by political boundaries. The mail bags which the post office department each morning dumps at the doors of the new seven-story National Education Association headquarters building in Washington contain letters asking in all the languages of the world for help and advice.

The publications of the National Education Association may be found in the principal libraries of every continent, and are valued references in teacher-training institutions of a score of nations. Educators from abroad frequently visit National Education Association headquarters, and educational books and magazines published in foreign countries review the work of the Association. These activities represent contributions of inestimable value to world progress and good will.

Less spectacular but even more important are the achievements of the National Education Association in support of the American ideal *of a fair*

start in life for every child. Progress in education has paralleled the growth of a united profession.

One of the Association's first objectives was increased training for teachers. There were few good normal schools in 1857. While some of the states had certification laws, license to teach was obtained on almost any qualifications.

THE idea of providing tax-supported schools to prepare teachers did not take very rapidly with the public. A speaker at the 1870 meeting of the National Education Association at Cleveland who had discussed a plan for an adequate normal school system which, he said, would cost Illinois not less than $360,000; Michigan, $180,000; Pennsylvania, $300,000; Massachusetts, $150,000, dismissed any proposal that such expensive systems be seriously advocated by the remark that, "However profitable such an investment might be to those states, it would be impossible now, or at any time in the near future, to persuade the people to make so large appropriations for this purpose."

Yet the work of these pioneers was more effective than they realized. Sixty years later, Michigan, a state this speaker despaired of inducing to invest $180,000 a year in the education of its teachers, spent $3,087,106 for the support of its teachers' colleges and normal schools, in addition to a substantial appropriation for the school of education at the state university. In 1927-28 the current expenses in the United States for teacher-training schools, exclusive of university schools of education, were $51,221,859. There were 274,348 students enrolled.

The early leaders in the organized profession realized that something more than an opportunity to obtain professional training must be provided to guarantee stability of the profession and to attract to its services men and women of capacity. They began a program designed to secure a "living wage" for teachers. In the beginning this program was largely an appeal to the public based upon sentiment. When the Association organized its research staff at a national headquarters, careful studies were made of the ability of the states to support education and of the extent to which they were supporting it. The work of this staff showed just what salaries teachers were getting. Proposed goals for increases were set in the form of salary schedules. Then the increasing thousands of members of the organization appealed to the public on the basis of facts which were unanswerable. In 1913 the average salary of teachers in the United States was $512; in 1928 it was $1,364. During these years membership in the National Education Association increased from less than 10,000 to more than 190,000. The strength of unified effort was being demonstrated. If it had not been for the effective work of the fifteen years from 1913 to 1928, the present economic lot of the teacher would be poor indeed, with threats of reductions in salary from an average which would certainly have been much lower than the modest figure which represents the average income of teachers today.

Tenure and retirement for teachers are objectives that are rapidly being attained. The National Education Association has made significant contributions to this achievement. There are retirement systems in twenty-three states, tenure of position in fourteen. Teacher retirement is in effect in twenty-six cities, where there is no statewide provision for it.

With some assurance of qualified, continuously employed teachers, as a result largely of unified effort, the first step toward a real profession was made. Then began the great program of advancing instruction and administration in which the Association is engaged today. In its officers, committees and headquarters staff the Association has the greatest clearing house of investigation and research which any profession has ever established. Its studies cover the wide range of school building, organization, supervision, administration, instruction, the curriculum, and professional status and relationships. The bulletins, yearbooks, proceedings and the Journal of the National Education Association, published periodically, constitute the most comprehensive library of current educational literature from any source. An idea of their extensiveness may be gained from the fact that the organization publishes more than 160,000,000 pages annually.

This continuous flow of published material, rich with help for every member of the profession, is supplemented each year by the work of two great conventions—that of the National Education Association in June, and that of the Department of Superintendence in February. At these meetings many of the most brilliant and capable leaders assemble to discuss ways of improving the services of education. Abstracts of these discussions are printed immediately following the convention and made available to the entire membership of 220,000.

Immediately concerned with the success of the profession in its service to the nation, the activities of the Association reach far beyond the educators themselves. The headquarters staff, every department, each individual member participates in a continuously operating program of interpreting to the public educational objectives and methods, and of appraising the results achieved by the schools. The Association is at work with those who are trying in many states to improve legislation for schools, and has for many years encouraged greater recognition for education by the federal government.

From a small group of leaders the National

(Continued on Page 172)

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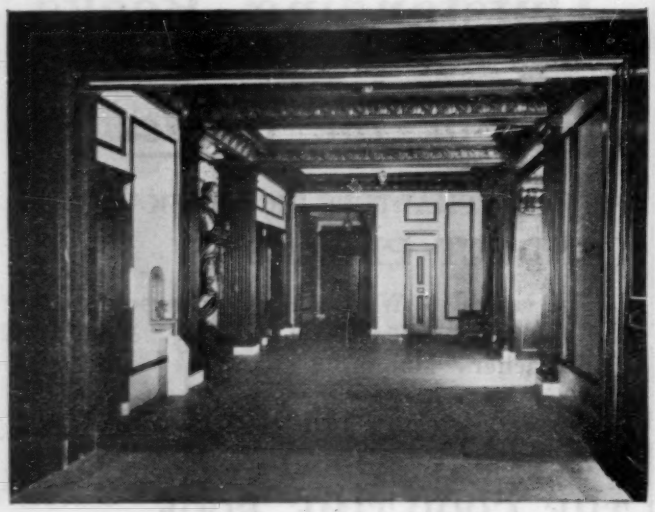

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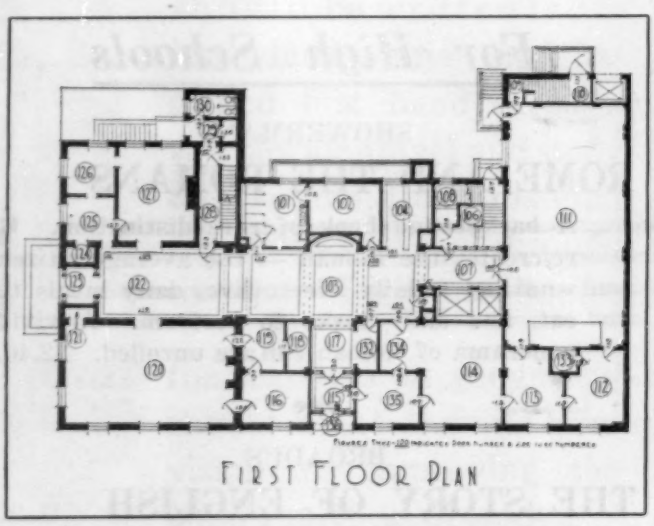

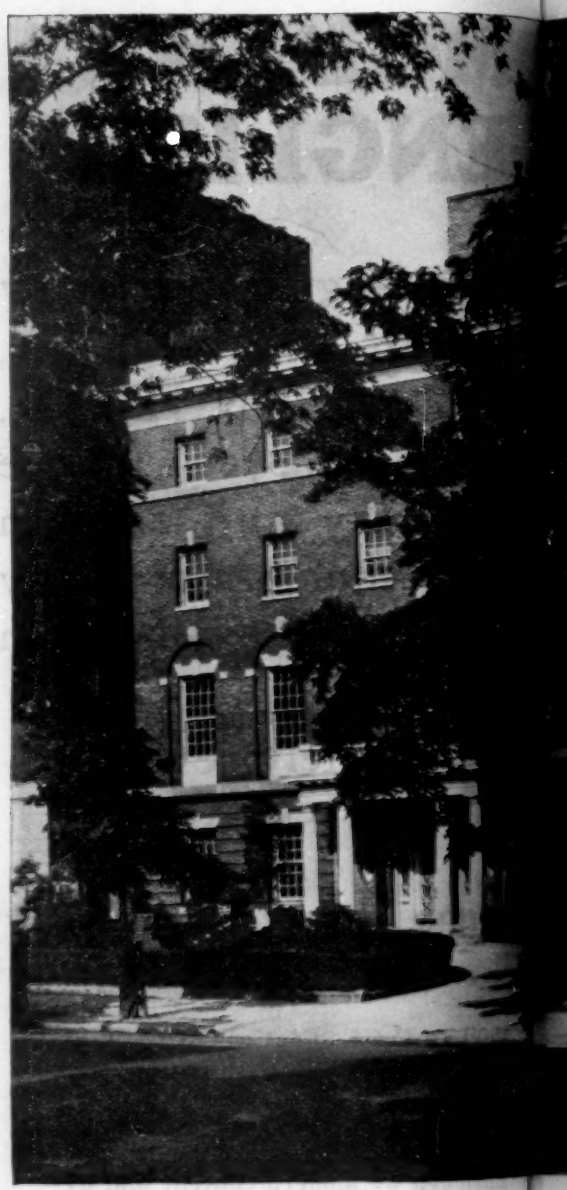

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BASEMENT—Multigraph section, Mailing rooms, Receiving room, Work shop, Engineer, Heating plant, Storerooms.

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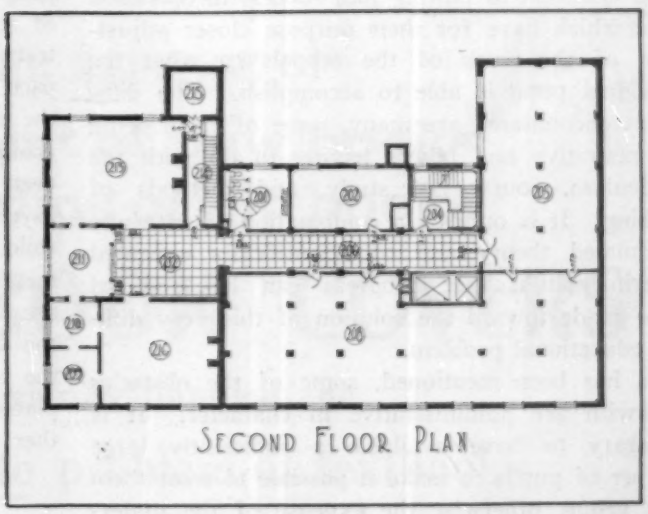

ng exactness. It is in touch with modern progducational thought of today, with spacious offices well contributing maximum efficiency of the staff. To the building has been added a seven-story structure, the design of which affords space for growth. The architects received the contract early in 1930, and the building was completed in 1931. The completed building was occupied immediately and has been through to test its capabilities in every way.

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ion Architects — Boston, Massachusetts

What the Association Has Achieved

(Continued from Page 167)

Education Association has grown to include one-fourth of the teachers of the United States. Five thousand of them are life members, whose dues have made possible the new headquarters building. A headquarters staff of 150 members works here continuously on the problems selected for study by the Association.

The united profession faces the future confidently. A stable annual increase in enrollment points to eventual 100 per cent. membership of the nation's teachers. Herein lies the profession's great opportunity. Through its own efforts, on its own financial resources and bound only to the ideals of high service, a completely united profession can lift the level of American life to its highest plane through the realization of its principal objective: Continuous and effective educational opportunity for every citizen from life's beginning to its close.

Instruction Fitted to Each Child

By DAVID E. WEGLEIN
Superintendent, Baltimore, Maryland

SCHOOL systems in recent years have claimed that one of the distinguishing characteristics of American education is the endeavor to adapt our procedure to the needs and abilities of the individual. Not only will the pupil benefit by this plan, but society also will gain. Consequently, school administrators have devoted much attention to putting into successful operation plans which have for their purpose closer adjustment of the work of the schools to what the individual pupil is able to accomplish. The difficulties encountered are many, some of them being administrative and others having to do with the curriculum, courses of study, and methods of teaching. It is only by a combination of carefully formulated theory and of scientifically executed experimentation that progress can be expected to be made toward the solution of this very difficult educational problem.

As has been mentioned, some of the obstacles met with are administrative in character. It is necessary to have available a sufficiently large number of pupils to make it possible to treat them as a group, otherwise the expense of the undertaking would be prohibitive. The difficulty of providing suitable curricula and courses of study and of ascertaining appropriate methods of teaching is even greater, as our knowledge along these lines is comparatively limited.

In a large school system the endeavor should be made to provide facilities for pupils of various capacities and interests at each educational level. In the primary grades of the elementary school the plans should be begun. Similar opportunities should be afforded in the intermediate grades of the elementary school. When pupils reach the junior high school level the problem of adaptation becomes even more complicated, and the difficulties encountered are equally great when the procedure is attempted in the senior high school grades.

In Baltimore experiments in adaptation have been carried on for some years, and perhaps it is worthwhile to state some of the lines along which this has been conducted. In the primary grades of the elementary school pupils are arranged in three groups—the bright, the average, and the slow. This classification is based upon the teacher's judgment (derived from classroom work), results of standardized achievement tests, and intelligence tests. Each group of children is taken at its own pace, and the content of instruction is adapted to the ability of the pupils. Members of the slow group who prove to be unable to maintain progress even with this classification are given a special psychological examination and may then be enrolled in an "opportunity" class, composed of mentally subnormal pupils. Classes of this type are about half the size of the normal classes, and the curriculum is adapted to the low ability of the pupils. Pupils of still lower mental ability are placed in "special centres," and the work is further adjusted to their special needs. At the other

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end of the scale the bright pupils are given an adjusted curriculum, and are carried along at a rate faster than normal.

In the intermediate grades (four, five, and six) of the elementary school, a similar procedure is followed. "Opportunity" classes for intermediate grade pupils are formed. In addition, special types of work are provided for over-age backward boys and girls. These are placed in what are known as "prevocational" centres, in which the work is largely manual and relatively little of an academic nature.

THIS year similar plans are being tried on a limited scale in the junior and senior high school grades. Principals of junior high schools are permitted to start what is known as a "special curriculum" for pupils who have shown that they lack the ability to pursue successfully the curricula already offered. This "special curriculum" is one which has been prepared by a committee of principals and is being given a trial in several junior high schools. It will be changed as experience indicates if desirable to do so. Pupils completing the "special curriculum" will receive a certificate which will be different from that bestowed upon those who successfully accomplish the ordinary curricula. Similarly in one of the senior high schools a "special curriculum" has been arranged for pupils lacking the ability to follow successfully the usual curricula. The completion of this "special curriculum" will secure a certificate, but not the usual high school diploma. For the bright pupils "accelerated" curricula have been provided which afford an opportunity to capable pupils of accomplishing five years' work in four years, and thus securing enrollment in the sophomore year of college. These are some of the ways in which we are gradually adapting the work of the schools to the needs and the abilities of pupils.

Utilizing Radio in the Classroom

By ALICE KEITH

Broadcasting Director, American School of the Air

THE surest way to learn any new thing is through the "trial and error" method. Time may be wasted, but lessons are learned in this painful process.

Anything as new as radio in the schoolroom must of necessity pass through an era of experimentation, and mistakes will be made in spite of most sincere efforts. The process of elimination has been going on during the past five or six years and slowly, but surely, educators are discovering the type of programs best suited to schools.

In the beginning all kinds of impractical things were attempted. Lectures were given to primary children, lessons were taught with the idea in view of eliminating the regular teacher, attempts were made to present scientific subjects which should only be studied in the laboratory, symphony programs an hour in length were scheduled for young unprepared children, and stilted half-hour speeches addressed to teachers took up the time intended for the use of children.

All the ridiculous things done at first are commencing to disappear, and educational programs are tending to adapt themselves to the limitations of the medium involved and the real needs of the schools. Broadcasters are checking with classroom teachers and teachers are studying means of making school radio genuinely effective.

It has been found that city and state supervisors can teach model lessons with profit, when all listeners are following the same course of study, and authority can be exerted to see that children are equipped with appropriate visual aids and notebooks.

In Chicago, Cleveland, Madison, Hartford, Atlanta, Oakland, Denver, and several other centres, series of classroom lessons have been successfully presented.

The problems of national broadcasting are many in the United States, where there are forty-eight separate units to take into consideration. Supplementary broadcasts of an entertaining and stimulating character have been found best suited to chain broadcasting where the time element makes exact schedule adjustment impossible. History and drama plays, graded music appreciation concerts, talks by successful men and women, current events and international broadcasts are being used by thousands of classrooms in the United States.

THE American School of the Air, which is broadcast through seventy-five stations of the Columbia Broadcasting System, in order to keep in the closest possible touch with the teaching forces of the country, has organized a strong advisory faculty headed by Dr. William C. Bagley of Teachers College, Columbia University. Among names to be found in this advisory group are: Hon. Ray Lyman Wilbur, Secretary of the In-

terior; Hon. William John Cooper, Commissioner of Education; Agnes Winn, director of the Division of Classroom Service of the National Education Association; Helen Heffernan, chief, State Division of Rural Education in California; Charles F. Pye, Secretary of the Iowa State Teachers Association; Ruth Pyrtle, principal of the Bancroft School, Lincoln, Nebraska; N. R. Crozier, superintendent of schools in Dallas, Texas; George B. Zehmer, director of the Extension Division, University of Virginia; Gertrude E. Johnson, associate professor of speech, Wisconsin University; Frances Dickey Newenham, director, Department of Music Education, University of Washington; Dr. D. F. Cunningham, superintendent of the Catholic Schools in Chicago; and C. B. Glenn, superintendent of schools in Birmingham, Ala. In addition to this constant means of contact with the teaching world, letters are received regularly from teachers in the classroom regarding the reception of each program.

But regardless of the pains taken to confer with the advisory groups, regardless of the thousands upon thousands of dollars spent in employing the best of radio writers, dramatists, directors, actors and musicians, broadcasts may be completely wrecked by poor reception.

At one time I recall visiting a school in Texas where the principal was exceedingly eager to have all children receive the benefits of radio. He was using a small set with two speakers inadequately amplified, in a large auditorium. During a Damrosch concert intended for upper grades and high schools, he had required the kindergarten children to sit in silent submission for a solid hour. There was nothing the matter with the concert when it left the studio in New York, but what a catastrophe in the classroom.

Last year I visited a school near Detroit in which centralized equipment with sufficient amplification had been installed. Primary children were listening to a story and play hour in their own classrooms. The results were quite different.

If I were asked to make out a list of specific "don'ts" for classroom teachers, based on the results of my own experience and the experience of other teachers since 1925, I should say:—

1. Don't ever listen in a crowded classroom where acoustics are poor and attention scattered.
2. Don't listen at all—particularly to vocal music—unless your set is properly amplified for the space it serves, adjusted and tuned correctly, grounded as it should be, and supplied with sufficient aerial to eliminate electrical interference.
3. Don't ever force children to listen to music,

(Continued on Page 188)

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Problems *of* Personality

By GARRY CLEVELAND MYERS
Western Reserve University, Cleveland

The Teacher's Voice

HAVING lately visited classrooms in Bozeman, Montana, and in the Demonstration School of the State Teachers College of West Chester, I was struck by a common virtue in these widely separated places, namely, the quiet voice and manner of the teachers. There was, in consequence, a quiet atmosphere and a remarkable degree of calmness and poise by the pupils.

In any school system or school building we may find one or several teachers, particularly in the kindergarten and primary grades, with quiet, soft and lovely voices. But to find such voice virtues, and good mental hygiene classroom atmosphere, which normally is their concomitant, is most encouraging.

Undoubtedly mental health, personality development and character education are going to be in the forefront in respect to school philosophy and school practices in the near future.

Accordingly the teacher's voice is a matter of more concern than it used to be. One wonders why mere common sense had not caused us to put more emphasis on this trait in supervision and teacher training. Fortunately those responsible for selecting candidates to be trained as teachers and those hiring teachers are becoming more and more concerned about voice qualities.

Certain voice qualities there are which are determined by the physical make-up of the voice apparatus and which are not amenable to training or which can be modified but to a slight degree. Accordingly there is an occasional person who, because of such qualities of voice, should never enter the teaching profession. But most voices can be cultivated. All of us can, if we care to do so, make ourselves more attractive by learning to pitch our voices low and by learning to talk quietly. Nearly everybody talks too loud and too high in pitch. A noisy, rasping voice always annoys those who must hear it, even the speaker.

Long before you and I could remember, we had connected in our nervous system soft, low vocal tones with comfort and satisfaction; loud, rasping vocal tones with discomfort and dissatisfaction. When we were caressed and cuddled by our mother we heard gentle, tender tones; when chastised and punished by her, we heard a loud and squeaky voice. When other children and adults in our presence mingled amicably, their conversation always was in tones more gentle and low than when they were quarreling. Our own voices, like the voices of those we have lived with all these years, have become more shrill and noisy when we have been vexed and tired, and more musical and quiet when we have been most rested and reposed.

With any individual, high pitch and high intensity of voice are inexorably associated with unpleasant feelings, while low pitch and low intensity of voice are no less inexorably attached to pleasant feelings.

Applied to the classroom, a teacher induces quiet, comfortable, happy feelings when she speaks in gentle, lovely tones. Nevertheless, when she is most tired and irritable and when, as a rule, her pupils are most tired and irritable, too, she is most likely to speak noisily and raspingly.

Pupils must as a rule hear the ugliest voices near the end of the day, at the very time when they are most likely to speak noisily themselves and be most readily annoyed by the ugly voices of others.

A teacher might help cultivate a more pleasing voice if she were to realize that increased loudness rarely makes her voice more audible. More often it makes her voice less audible. When we get our attention upon distinctness of speech, trying always to shape each sound with precision, we improve our audibility even though speaking more quietly.

It is the quietest teacher who is most easily heard. She has the quietest classroom. The noisiest teacher has the noisiest pupils. They become more noisy, speak more loudly and more shrilly just to rise above her din. The skillful teacher deliberately speaks most gently and moves most calmly when she observes her pupils to be vocally most turbulent.

The one item which will be more emphasized in the schoolroom of tomorrow is the voice. When we recognize the possibilities for cultivating better voices in the classroom we will have turned to a most promising field for cultivating more attractive personality in ourselves and in our pupils, and in developing a more wholesome classroom atmosphere for mental health.

It may do no good for the principal or supervisor merely to criticise the teacher for her noisy, squeaky voice. The teacher already may know about these failings, and still not feel able to correct them. If the teacher feels insecure, particularly in the presence of the supervisor, if her health is not good, or if she has some teaching problems which have worried her, she may be unable to master herself sufficiently to control her voice. More rest is what she may need. Also she may need medical advice.

(Continued on Page 180)

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Getting Along With Life

It is suggested that this page be cut from the magazine and posted on the bulletin board where pupils will see it. Permission is hereby given to editors of school magazines to reprint this article, giving proper credit to the author and the Journal of Education.

ARE YOU A LEADER?

Getting along with life means, if one wants worldly success, becoming a leader.

Leadership cannot be bought over the counter at so much per pound or foot. It comes from within. Either a person has it or hasn't it.

In its larger aspects, leadership may be expressed in many fields. There is, for example, the scientist who has never been on the front page of a newspaper and never will be until he has discovered a cure for what had been an incurable disease, which he labors day and night to perfect. He is a leader among his co-workers and those who know him professionally. Outside of this small group he is not known as a leader.

There is the man who leads in politics. He may be a ward boss. Everybody kow-tows to him. He shines. But outside of his ward his shining leadership is simply not there.

Kind of Leaders

Then there is the leader of the orchestra who interprets symphonic music and wins the applause of music lovers. But he is not a leader in science, education, politics, religion, art or literature.

To-day's test concerns leadership in business. If you can say "Yes" to every one of the following questions you are on the road to leadership in industry and in business. The more you say "yes," however, the less likely it is that you will show any leadership in art, music or science. If your answers are all "No," we need not expect to see you head of the Chamber of Commerce, the noon lunch club or a political organization.

But what of it! You may still lead in the arts and the professions.

Sharpen your pencils, read the questions carefully, underscore the proper answer.

Leadership

Did you ever organize a club or society? Yes, No.

Were you ever a class, club or fraternity president? Yes, No.

Have you ever directed the arrangements for a dance or other entertainment given by your school, club or church? Yes, No.

Was it a success? Yes, No.

Are things you undertake usually a success? Yes, No.

Have you confidence in your ability? Yes, No.

When you start a thing do you carry it through to a finish? Yes, No.

Do you like to have responsibility? Yes, No.

Do you enjoy different types of people and handling difficult human situations? Yes, no.

Can you control your emotions and be tactful with others? Yes, No.

Do people like to do things for you? Yes, No.

Do they usually do what you ask them to do? Yes, No.

Do you get along well with people who work under you? Yes, No.

Can you direct others how to do things so that they will do them right and not come for further explanations? Yes, No.

Can you bring out the best work that is in them? Yes, No.

Are you always abreast or ahead of your work in school or business? Yes, No.

Can you think rapidly and clearly in an emergency? Yes, No.

Can you take defeat without being unduly depressed? Yes, No.

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Arthur Dean

CHARACTER WORKSHOP

Conducted by JOSEPH B. EGAN

Editor, The Egan Monthly Service in Character Training

The Great Impossibility

WHEN a superintendent is faced with the request of his school committee or the pressure of a civic body to begin a development of definite character-training work in his schools, he is pretty apt to appoint a committee of teachers, give them a few preliminary instructions and turn them loose upon themselves in the fond hope that they will be able to evolve in the space of six or eight months a technique that will be satisfactory. The inevitable result is, of course, a syllabus and the inevitable result of a character-training syllabus is stagnation after the novelty has worn off. I have literally dozens of these syllabi within arm's length; they all read the same, show the same striving for a noble goal and the same futile method of reaching it. In every one of them will be found copious mention of the necessity of giving the child exercise in character-training activities. The theory seems to be that the child is a creature of habit and that, therefore, you must develop habits of character-training value before you can hope really to make progress in the right direction.

In other words to strip the requirements along this line of their verbiage, and get right down to concrete,—if you are to make a child honest in his relationships with others, you must give him practice in being honest, and such practice must be of such a character that it will show spontaneity, joy, and unselfishness in its operation. This proposition is intriguing. It would seem that things *should* be built that way. Habits *should* be developed through activity interest, and being so developed *should* be expected to function in the child's later life. That this *is* so in the physical life is without question. That it is so in the spiritual or emotional life is gravely questioned. If one were to sit in at a conference preceding the development of a syllabus and tell the gentle teachers that unfortunately such an attack would be as futile as the rest, he would be greeted with incredulity to say the least, and yet what does life as we see it lived all about us tell us in this connection?

Is the boy who handles the children's money on bank day more apt to develop honesty of character than the little girl who denies herself a dill pickle in order to put in the penny? To answer this from life. Is the cashier of a given bank who handles millions yearly, who comes from a refined home and goes in good society, immune to the appeal in all cases of easier and bigger money?

I think an examination of life situations would show that how a man reacts under temptation, is something quite independent of what he is accustomed to do in ordinary daily life, or in fact is accustomed to think, and I base the conclusion upon observations covering many years, that when temptation comes it is not habit, nor thinking that saves a man from falling but rather some intangible *feeling* that he has towards himself, towards those who love him, towards society, towards some high ideal, towards some great and well recognized ambition that really steadies him on his feet and causes him to resist any lure that may be presented.

This is not discounting in the least the value that may rise from any experience to which the child may be subjected which is of character-training value. It is merely to sound a warning that not on such foundations alone is real character developed, but rather upon more subtle and yet more vital emotional elements.

There is, however, one experience which is pre-eminently character training, and, therefore, pre-eminently valuable as a means for developing character. I refer to the story or fable which has within it vital and strong emotional appeal. Higgins has well said: "When we read a story we like to identify ourselves with the story; perhaps we become the hero—unconsciously, no doubt." This quality of projection which enables the child to gain a vicarious experience under intense emotional conditions is full of character-training value because it modifies the emotional nature of the child, building up on the one side an appreciation and feeling towards the good, the noble and the true, and on the other a repugnance towards that which is untrue or evil.

Without these feelings, vitally involved, as they are *not* involved in ordinary classroom procedure, any exercise is of very little character-training value.

In games we find the emotional element intensely present either for good or evil. If for good, because of the presence of a secondary emotional impulse rising from the influence of some beloved official, on-looker or teacher, or some well defined element of morale, from which is emanated an ideal that, in some marvelous way, impels the child towards action which is honorable and good.

Any teacher can test herself and her practice by making a frank appraisal of the morale of her own classroom. Is there enthusiasm in class activities? Is emotion of the right type evident? Are the stories that she uses of real emotional value, giving the children heart throbs as they are read, on the positive side, or are they inconsequential twaddle? Do children respond to the teacher's efforts with joy, or are they being prodded forward like unwilling slaves?

If the proper emotional values are present, the teacher need but be supplied with true vicarious experience material, namely, carefully graded and developed story interests, to carry on genuine character-training work. She needs no syllabus, and will be better off without the cramping influence that is so often an accompaniment.

Consider the possible emotional values involved in a story like this:—

HOW JOHN SHARED

From The Egan Monthly Service in Character Training. Copyright.

JOHN was a stalwart fellow of fourteen. He had spent his early years on a farm, and had learned to use his wits as well as his hands.

John listened to the teacher as she explained the real meaning of "sharing." He yawned a little, which was, of course, very impolite, but he was tired, and the subject of sharing did not seem of any great importance to him.

However, the word "sharing" remained strongly in his mind. It repeated itself over and over as though it had some power of its own to say its own name. A bit of music will sometimes do that, or a bit of verse.

That noon as John started off to his home, he came upon a wounded wild duck. The poor creature's wing had been broken by a piece of shot. A brief chase cornered the wounded creature in a tangle of raspberry bushes. As John lifted it gently the word "sharing" went through his mind. What could he share with this poor, hunted creature? Sympathy, perhaps—kindness, help. It was all very confusing, and it bothered him—the way the word "sharing" followed him.

John carefully carried the wounded creature home. For ten minutes his father helped him to set the wing bone between cleverly whittled splints of wood.

On the way back to school John was about to pass through the old wooden gate. It had been off its hinges for three months, and leaned crazily against the gatepost.

"Sharing!" Again that insistent word leaped to John's mind. What was the old gate asking of him? John smiled. He knew what the old gate was asking. He could share a little of his strength and set the gate rocking again in a useful dignified way on its rusty hinges. John lifted the old gate and carefully set it in place. It squeaked a shrill "thank you!" as it swung to, after him.

In the schoolyard John saw a little tot fall sprawling on the rough ground. John knew he had skinned his nose. Queer that that word "sharing" should haunt him so. What could he share with the little tot? John knew even as he questioned. He lifted up the little fellow—a kind, soothing word fell from his lips; he wiped the tear-stained cheeks with his clean handkerchief. He felt glad, and began to laugh. The little tot laughed, and John patted his cheek, and went into school.

During the first half-hour John had neatly mended a torn page, erased some pencil marks from one of his books, picked up some scrap paper from the aisle and—

"John!" came a loud command from somewhere. "Wake up! Everyone has gone home. I thought I would see how long you would sleep."

John rubbed his eyes, and then grinned. "Honestly, Miss Farnum," he said, "I am sorry, but I learned a lesson just the same. I learned in my dreams the real meaning of that word 'sharing' that you told about."

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If you are interested in the latest development in Character Education work the current issue of Mr. Egan's Monthly Service will be sent to you free of charge. Send a card with stamped self-addressed envelope to Journal of Education, 6 Beacon Street, Boston

The Teacher's Voice

(Continued from Page 176)

There is no other profession, it seems, in which the practitioner's health is of so much importance. As I have said elsewhere:—

> *"The teacher owes it to her profession and to the personalities intrusted to her in the classroom to do her utmost to cultivate good physical and mental hygiene in herself. Any improvement in her health is almost sure to be felt favorably by her pupils. Fatigue or any decrease in vitality makes her less interesting, more subject to a loss of emotional adjustment, and therefore less patient and less self-controlled. At such times her human frailities will assert themselves more strongly and her pupils will feel less secure; she will have more discipline problems, which in turn will render her less poised, arousing in her pupils more irritability and more antagonism.
>
> "The conscientious teacher is under a heavy strain. She therefore needs adequate relaxation, sleep and recreation, needs to develop regular habits of routine and needs to make her out-of-school activities wholly favorable for her total health."

* "Developing Personality in the Child at School," pp. 356-357, Greenberg, N. Y., 1931.

BOOK TABLE

THE RIDDLE OF ECONOMICS. By Elisha E. Garrison. Cloth. 329 pages. New York: The Macmillan Company.

It is refreshing to find a scholar, historian, business man, who believes in himself, who knows what he talks about, who has no hesitancy in standing by his beliefs in time of need.

Colonel Garrison in "The Riddle of Economics" meets every requirement of today economically, politically and socially. He can say anything and everything so clearly and forcefully that all who read his book know what he means and why he says what he means at this time in this way.

In this new book Colonel Garrison presents the inter-relationships of the problems of business, politics and economics.

The treatment is free from technical jargon, and the discussions are unsparingly critical of time-worn methods and ancient definitions.

UNIT MASTERY ARITHMETIC. By John C. Stone, Montclair, N. J., and Clifford N. Mills, State Normal University, Normal, Illinois. "Primary," 485 pages; "Intermediate," 520 pages, and "Advanced," 493 pages. Cloth. Illustrated. Chicago, New York, Boston: Benjamin H. Sanborn & Company.

These three books are new in education science and teaching arts. There is no trace of traditionalism, though there is no suggestion of instability or irresponsibility.

The work for each grade is in ten units, each developing closely related skills. Each page is a sub-unit that develops a specific skill.

The books are for children, to children, in the language of children, and adapted to the interests, activities and needs of children.

Skill in computation must represent clearer thinking as to the reason for absolute accuracy in each skill.

Skill in computation is never the end. Arithmetic is a problem science and its skills are the arts used in solving problems.

Solving problems is the beginning and end of everything in arithmetic from learning to add to the mastery of the Pythagorean theories.

The problem in adding is learning that 3 and 2 are 5 without counting 3 rings and 2 rings.

Problems at first are real, but their solution is unimportant so long as the child has to go to the store and buy oranges in order to know how many he can get for twenty-four cents if two oranges cost eight cents.

It is wonderful that there is no sameness in the problems from the third grade to the eighth. There are few problems above the third grade that are in the experience of the children, though there is rarely a day that every child does not solve problems in his activities that vitally concern him.

In the Primary and Intermediate books used in the six grades there are problems that use facts in all phases of nature and human nature, in all occupations, trades and professions, in all states and countries.

No teacher or pupil can be narrow in thought who solves these problems.

Read the editorial on these arithmetics in this issue.

RAINBOW READERS. Primer and Book One. Edited by Matilda Srager and William Rabenort.

YOUNG PRINCE HUBERT. By Sidney Baldwin.

STORYLAND. Book Six. Edited and graded by L. W. Rader, Margaret Free, Harriette Taylor Treadwell. Evanston, Illinois: Row, Peterson & Company.

"The Rainbow Readers" are interesting to children. They have beautiful colored pictures with reading on every page. There are new ways of making sure that children will know when they read correctly, which has become the important feature in the school reading of little children.

It was discovered that many children paid no attention to the sense of what they read. They just read words, words, words.

In the Primers and First Readers the words always made sense so that no one knew that the child gave any thought to whether the words made sense or not. When the children were tested it was discovered that they would read words just the same when they were senseless.

"The Rainbow Readers" make the children think clearly as to the meaning of every word they read. These Readers are characteristic of the schools of New York City under the present administration. These books are made under the latest science of education and art of teaching in the greatest school system of the New World.

BASIC UNITS IN VOCATIONAL GUIDANCE. By twenty-five teachers of Vocational Guidance. Edited by Walter B. Jones, University of Pittsburgh. Cloth. 200 pages. New York and London: McGraw-Hill Book Company, Inc.

The guidance of youth has always been considered one of the chief opportunities and responsibilities of schools, especially by academies and seminaries.

Early in the 20th century there was a growing sentiment that children in public schools failed to receive the personal attention of other days, just as children in the family were not what they once were.

Propaganda for religious education in public schools was followed by demand for guidance into vocations in public schools.

Vocational guidance depended for its success largely upon the dominance of some university to inspire superintendents and principals to assume leadership in their cities in the promotion of guidance.

Of late there has developed a sentiment that the guidance was too individualistic and needed to be standardized.

The National Guidance Association has accepted the leadership in the effort to standardize vocational guidance, and this book is the first demonstration by the committee of which Walter B. Jones of the University of Pittsburgh is chairman to establish the "Basic Units for Introductory Course in Vocational Guidance."

THE NATURE AND TREATMENT OF STAMMERING. By E. J. Boome. Bolt, London. Cloth. 135 pages. New York: E. P. Dutton & Company.

This is an official study of the achievement of the institutions devoted to the improvement of stammering children. A study was made of forty-nine children who had been discharged one year or more from the school which had done all it could do for them.

The most valuable contribution which this book makes, we think, is its insistence that stammering is not a speech defect but a nervous disorder.

Of the forty-nine students studied a year after they were discharged, twenty-four were entirely cured, nineteen were much improved.

The book is in every way an important study of the subject.

Books Received

"Five College Plans." New York City: Columbia University Press.

"Secondary School Administration." By Edmonson, Roemer, Bacon. New York City: The Macmillan Company.

"The New Story Reader." Book One. By Cassie B. Burton and Elizabeth J. Boykin. Boston, Mass.: Richard G. Badger.

COMING ON THE AIR

Nationwide Radio Broadcasts Selected For Their Educational Interest

Columbia and National Networks

Key Stations: WABC (Columbia) WEAF (National) WJZ (National) Eastern Standard Time

Monday, February 15

9.00 A. M. *Vocal Art Quartette WEAF.
12.15 P. M. *The Real George Washington, by Charles Colfax Long, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *Health Talks, WEAF.
2.30 P. M. Current Events, WJZ.
2.45 P. M. †American School of the Air, "Archimedes" (History Drama), WABC.
3.00 P. M. U. S. Marine Band, WJZ.
3.45 P. M. Radcliffe Glee Club, from Boston, Mass., WABC.
4.00 P. M. *Emily Post. WJZ.
6.00 P. M. *Current Events, H. V. Kaltenborn, WABC.
6.30 P. M. *Back of the News in the World, William Hard, WEAF.
10.00 P. M. *National Radio Forum, WEAF.
11.15 P. M. †Howard Barlow and the Columbia Symphony Orchestra, WABC.

Tuesday, February 16

9.00 A. M. * Morning Glee Club, WEAF.
10.00 A. M. *High School Band and Orchestra, WJZ.
11.00 A. M. * Children's Bureau, WEAF.
11.30 A. M. †Current Questions before Congress. Senator Clarence C. Dill, Democrat, of Washington, WABC.
12.00 P. M. *The Real George Washington, WEAF.
2.30 P. M. †American School of the Air, American Composers (Geography and Music), WABC.
2.30 P. M. †Folk Music of Other Lands, by Donald Pirnie, WJZ.
3.00 P. M. *Music in the Air, WJZ.
3.30 P. M. *Young Artists Light Opera Co., WEAF.
3.45 P. M. *U. S. Army Band, WJZ.
4.00 P. M. *Magic of Speech, Vida Ravenscroft Sutton in "What Is Good Technique of Speech," WEAF.
4.15 P. M. *Mormon Tabernacle Choir and Organ, WJZ.
5.45 P. M. *"Bill Schudt's Going to Press," WABC.
6.30 P. M. *Back of the News in the World, William Hard, WEAF.
7.30 P. M. *Kaltenborn Edits the News, WABC.
11.15 P. M. †Howard Barlow and the Columbia Symphony Orchestra, WABC.

Wednesday, February 17

9.00 A. M. *Morning Glee Club, WEAF.
10.00 A. M. *U. S. Navy Band, WJZ.
12.15 P. M *The Real George Washington, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. †Vocational Series, Lee Simonson, scenic artist, WEAF.
2.30 P. M. †American School of the Air, "Hiawatha" (Literature Drama), WABC.
4.30 P. M. Eastman School Symphony Orchestra, WJZ.
6.00 P. M. *Music Treasure Box, Pierre V. R. Key, WJZ.
6.15 P. M. Geneva Mid-Week Broadcast, WABC.
6.30 P. M. *Back of the News in the World, Wm. Hard, WEAF.
10.15 P. M. *The Tune Detective, by Dr. Sigmund Spaeth, WJZ.
11.15 P. M. †Howard Barlow and the Columbia Symphony Orchestra, WABC.

Thursday, February 18

9.00 A. M. *Morning Glee Club, WEAF.
11.30 A. M. *Through the Opera Glass, WJZ.
12.15 P. M. *The Real George Washington, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *Salon Singers, WEAF.
2.30 P. M. †American School of the Air, "The Nutcracker Suite," Orchestra (Intermediate Music), WABC.
2.50 P. M. †Science Talk: "Wrapped in a Blanket of Air" (Elementary Science), WABC.
4.15 P. M. *U. S. Navy Band, WJZ.
4.30 P. M. †National Advisory Council on Radio in Education, Dr. John M. Brewer, Dir., Bureau of Vocational Guidance, Harvard Uni., on "Vocational Guidance, What It Is." Dr. Joseph Jastrow, former head of Dep. of Psychology, Uni. of Wisconsin, on "Vocational Guidance, What It Is Not." WABC.
5 P. M. *The Jungle Man, Carveth Wells, WEAF.
6.30 P. M. *Back of the News in the World, Wm. Hard, WEAF.
7.30 P. M. *Kaltenborn Edits the News, WABC.
8.45 P. M. *Angelo Patri, "Your Child," WABC.
11.15 P. M. †Howard Barlow and the Columbia Symphony Orchestra, WABC.

Friday, February 19

9.00 A. M. *Melodic Gems, WEAF.
11.00 A. M. NBC Music Appreciation Hour, Walter Damrosch, conductor, WEAF and WJZ.
12.15 P. M. *The Real George Washington, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
2.00 P. M. *U. S. Army Band, WEAF.
2.30 P. M. †American School of the Air, "Domestic Science," Marie Sellers, of the Consumers Service, Gen. Foods Corp., and Current Events, by Dr. Charles Fleischer, WABC.
3.00 P. M. *National Oratorio Society, WEAF.
3.15 P. M. *Rochester Philharmonic Orchestra, Conductor Fritz Reiner, WJZ.
3.45 P. M. Columbia Educational Features. Professor Ralph H. McKee, Professor of Chemical Engineering, Columbia University, on "Tree Crops for Paper Making," WABC.
4.15 P. M. Radio Guild, "Second Mrs. Tanqueray," Pinero, WJZ.
4.45 P. M. *Curtis Institute of Music Program, WABC.
6.30 P. M. *Back of the News in the World, Wm. Hard, WEAF.
8.30 P. M. *March of Time, Dramatization of the Week's Outstanding News Events, WABC.
10.00 P. M. *Artists Service, WEAF.
11.15 P. M. †Howard Barlow and the Columbia Symphony Orchestra, WABC.

Saturday, February 20

9.00 A. M. *Ballad Singers, WEAF.

(Continued on Page 186)

* Features marked with a star will be on the air the same day and hour the following week.

† Weekly but watch for changes.

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Our next issue, that of March 7, will be published under the stress of another important change. We are removing our editorial and business offices from out-grown rooms at Six Beacon Street to more commodious and better arranged quarters at Six Park Street, only a stone's throw distant. Be sure to visit us in our new location when you come to Boston.

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NEWS OF EDUCATION

First President's Interest in Education

Washington Aided in Establishment of Several Early Schools and Worked in Promoting American Education System.

NEW YORK. — General George Washington was a promoter of American education!

To him both elementary and secondary types of education in the United States owe much, for he not only encouraged them by his moral support, but by substantial gifts. His devotion to the training of the younger generation sprang largely from his own lack of formal academic attainments. These little known facts are brought out by Miss Mabel B. Casner, of Washington School, West Haven, Connecticut, in her book "Exploring American History."

In Virginia, as in the Southern colonies generally, popular education had not the early start it had in New England. Children were sent to private "dame" schools, and also to teaching units fostered by the Church of England and its Society for the Promotion of the Gospel of Foreign Parts. Young Washington went to his lessons in Westmoreland and in Fredericksburg, Virginia. He became well grounded in mathematics and drafting, and was an expert penman.

Neither Washington, nor his brother, Lawrence, had the advantage of a university degree.

Self-educated, he had information as well as much practical common sense. His interest in mental development caused him to aid many young men with their schooling. To the son of his physician, Dr. Craik, for example, he made an allowance of $100 a year to assist him in his studies.

In 1785, after his temporary retirement to Mount Vernon following the Revolution, General Washington became one of the founders of the Alexandria Academy at Alexandria, Virginia, which gave free instruction to orphaned and poor children.

Washington's services to higher education are perpetuated in part by the founding of an institution at Chestertown, Maryland, in 1782, which still exists. It is the oldest college in the state, as it was based on an academy established in 1732.

Probably the most extensive of his labors for formal education were for an institution for young men. It was founded near Staunton in 1749 as the Augusta Academy. After the Revolution its name was changed to Liberty Hall. The institution was removed in 1782 to the outskirts of Lexington. To that struggling outpost of culture in 1796 General Washington donated a block of shares in a canal company which yielded a substantial income. Two years later the institution was renamed Washington Academy.

Another famous name became connected with it, when in 1865 General Robert E. Lee was elected its president. The institution in 1871 was reorganized under its present title, Washington and Lee University.

Most ambitious of all General Washington's projects for the spread of education was a national university to be built in the District of Columbia in the capital that bears his name. As a nucleus for it he made a bequest of fifty shares of Potomac Company stock. The interest from this was to be reinvested until such time as Congress should create the university. He had in mind a centre for the teaching of all the professions and sciences and the diffusing of knowledge throughout the land.

His dream has never come true literally, for this provision of his will was never carried out by his executors. There is today, however, in the District of Columbia, George Washington University, which may be said indirectly to have fulfilled his wish.

At institutions of learning which were aided by Washington himself or bear his name, the programs for the observance of the bicentennial of his birth will be especially elaborate. In every place where youth is instructed, however, the debt which education in America owes to the great leader is likely to be recognized.

Red Schoolhouses Are Dropping Out

CONCORD, N. H.—The little red schoolhouses on the hillsides and country roads of New Hampshire are fast disappearing from the state's educational picture, said James N. Pringle, commissioner of education for New Hampshire, addressing the sixteenth annual convention of the State Farm Bureau and giving figures to show that the number of one-room schoolhouses in the state has dropped from 803 to 537 in the last decade. Better housing for the pupils and the "elimination of pioneer standards of living" were urged, with the added recommendation that towns and villages look to better sanitation, good drinking water and comfort for pupils and teachers. Cost of transportation of students in ten years has increased from $195,000 to $485,150, Mr. Pringle said. "The elimination of smaller schoolhouses throughout the state for the consolidation of classes in more central localities has been in part responsible," he said. It was also shown that more than $34,000 is spent for the increasing number of high school students.

Adult Education Gains in England

YORK, Eng.—A tenfold increase in the number of Listening Groups since the 1928 meeting was reported at the Conference on Broadcast Adult Education here. The Archbishop of York said in his address to the conference that unless broadcasting is treated educationally, in the sense of training listeners to think for themselves, it might become a "mental narcotic." C. A. Siepmann, secretary to the Council for Broadcast Adult Education, referred to the new democratic culture which, he said, must be of a different order than the present culture. This was indicated, he said, in the "This Changing World" program, then in progress, which directed a searchlight on contemporary problems, attempting to approach them through the experience of ordinary men and women.

Buffalo Postpones School Salary Rise

BUFFALO, N. Y.—The Buffalo Board of Education voted to declare a one-year postponement of the promised rises of $175 each in the salaries of 350 teachers. The action will effect a $500,000 saving in the board's $40,000,000 budget for 1932. The proposed increase was part of a rise promised in 1929 to each instructor over a period of years. The board's action does not affect about 1200 teachers who are scheduled to receive from $25 to $100 under terms of the state education law.

Book Demand Grows In Rural Britain

LONDON. — Sixteen years ago county libraries in England, Scotland, and Wales were non-existent. Five years ago the recorded issue of books by county libraries reached 2,000,000. Last year the figure was 20,000,000. These facts have been made known by Lieutenant-Colonel J. M. Mitchell, secretary to the Carnegie United Kingdom Trustees.

BUSINESS TRAINING
Development Described As Social Change

WASHINGTON.—"The enrollment of more than a million young men and women in business courses," declares J. O. Malott, specialist in commercial education, Federal Office of Education, "is evidence of some of the outstanding educational, occupational and social trends of the twentieth century."

The number enrolled in business courses exceeds the number in any field of vocational training chiefly because of the multitude of opportunities in business and because of the mobility within business organizations, he explains. Increasingly large numbers of young men, he points out, are turning to organized training programs rather than to apprenticeship.

"Furthermore," Mr. Malott adds, "one of the greatest social changes in history is indicated by the increased enrollments of young women in business courses. In all types of schools their percentages of increase exceeded those for men. Only in collegiate education for business does the number of men exceed the number of women.

"The breakdown of the earlier prejudices against women in office and store occupations, the introduction of modern office equipment and methods, the increased desire for economic independence, and the social phases of business positions have been the chief factors in the latter trend.

In the past six years the increase in enrollments in this field amounted to fifty-nine per cent. in the private high schools and seventy-two per cent. in the public secondary schools. The increase was more than 300 per cent. in the colleges and universities during the past ten years.

High School Freshman Gets Barber's License

CORUNNA, Mich. — Allen Brown, who cuts hair for his classmates after school hours for the nominal sum of ten cents, is believed to be the youngest barber in Michigan. He is thirteen. Allen, who is a freshman in Corunna high school, has secured his barber's license, and cuts hair daily in his father's shop here.

Favors College Women in Trades

NEW YORK.—Dr. Roy N. Anderson of Columbia University advises college women to learn a trade. He says a survey shows girls with degrees earn less and have fewer chances to marry than their non-college educated sisters.

BETTER BUILDINGS
Pennsylvania Reports Gains in Equipment

HARRISBURG, Pa.—Pennsylvania school buildings are gradually becoming larger, more artistic in appearance and better planned for school work. This change is particularly noticeable during the last ten years.

While the total number of buildings during this period shows an increase of approximately 1,000 there has been much new construction taking place. In fact, the years immediately following the World War witnessed the greatest school-building activity.

The small change in number of buildings reported from year to year is not to be interpreted as meaning an apparent standstill in schoolhouse construction. The records show just the opposite. The explanation lies in the fact that while many new structures were erected each year, particularly in urban districts, a constantly increasing number of one-room schools ceased to operate. For example, during the school year 1930-31 there were 131 new buildings erected in all districts and 390 one-room houses closed in the districts that are strictly rural in character, thus producing a net loss of 259 buildings in one year.

The value of these buildings, including sites and equipment, is approximately $500,000,000.

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Motion Picture Life of Washington

ROCHESTER, N. Y.—The official motion picture life of George Washington, distinguished for its historical authenticity as well as for its vivid story, was completed late in December and is already in use in a number of schools. To have this film studied widely by school children in 1932, the year of the first President's 200th birthday, and thereby to understand Washington through the medium of vision, is a major objective of the George Washington Bicentennial Commission. The film will emphasize those features of the life of Washington which reveal his character and which reflect the conditions and spirit ot his times. The official Washington motion picture was produced for the Bicentennial Commission by Eastman Teaching Films, Inc. The film and the accompanying teachers' guide were worked out upon the same thorough research and modern pedagogical principles that the producing organization has applied to the classroom motion pictures made over a period of four years. Many of the scenes in the film were taken at the places where the original events actually occurred during Washington's life. Mount Vernon, for the first time in its long existence, was opened to motion picture cameramen for this film. The film consist of four reels, each covering a period of Washington's history. The titles are: "Conquering the Wilderness," "Uniting the Colonies," "Winning Independence," and "Building the Nation."

Reforming Sorority System at Swarthmore

SWARTHMORE, Pa.—Women students at Swarthmore took three more ballots on proposals to reform the sorority system, but accorded none of the three plans the three-fourths majority necessary for adoption. Members of the Women's Student Government Association decided to meet to consider amending the election rules and establishing a two-thirds rule. The voting, however, eliminated from consideration proposals to limit each sorority to a membership of twenty and to extend membership to every girl on the campus. The remaining proposals are to abolish the organizations and to postpone pledging to the sophomore year.

Ask Aid to Avoid Fascist Oath

CAMBRIDGE, Mass.—A group of Harvard professors, headed by Roscoe Pound, dean of the law school, has requested the Institute of Intellectual Cooperation of the League of Nations to consider means by which Italian University professors may escape the obligation to take an oath of allegiance to the Fascist regime. Committees of professors have been formed in France, Switzerland, Spain, Germany and England to help their Italian colleagues, but Harvard professors are the first to take action.

Vocational School Enrollment Gains

WASHINGTON. — These are at least not lean years for vocational training, according to figures just compiled by the Federal Board for Vocational Education. The year 1931, it reports, showed an increase of 60,000 in enrollment of pupils in schools of this type over 1930. The total reached for pupils of all ages in evening, part-time and all-day schools is approximately 1,125,000. Between 1918 and 1931 a rise in enrollment from 164,186 to 1,055,370 took place, the board reports, in all vocational schools receiving Federal aid.

Coming on the Air

(Continued from Page 182)

11.30 A. M. *Keys to Happiness, WEAF.
12.30 P. M. *National Farm and Home Hour, WJZ.
12.45 P. M. *Wingate Athletic Program, WABC.
5.15 P. M. *America at Work, WJZ.
6.30 P. M. *Back of the News in the World, Wm. Hard, WEAF.
7.00 P. M. *The Political Situation in Washington Tonight, Theodore C. Wallen, New York Herald-Tribune, WABC.
7.15 P. M. *Laws That Safeguard Society, WEAF.
8.00 P. M. *Civic Concert Service, WEAF.
8.30 P. M. †Economics and Psychology, Colston E. Warne and Walter B. Cannon, WEAF.
10.00 P. M. *Columbia Public Affairs Institute, WABC.

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More Staying In Schools

WASHINGTON.—The number of potential bidders for jobs in the labor market who are going to school instead of further complicating the present unemployment is estimated by the Federal Office of Education as more than 671,000. This, according to a statement made by Dr. Maris M. Proffitt, consultant and specialist of the office of guidance and industrial education, represents the number of persons of sixteen and seventeen years of age who in 1920 would have been seeking work, but who in 1930 were in school. From 42.9 per cent. of this group in school in 1920, in other words, the proportion has risen to 57.3 per cent. Big gains have been made in the rural districts, it is noted. While the rural population has been decreasing, in fact, the school attendance has been increasing; as witness Illinois, where the number of boys and girls in this age group dropped from 80,459 to 77,874 in the decade, and the number in schools rose from 34,911 to 42,211. An increase in the amount of character and vocational training offered in the public schools, Dr. Proffitt says, has been one of the factors in working the change, while others have been the demand in industry for technically skilled workers and a growing regard for the type of training being offered.

Schoolboys' Lips Taped for Talking

EVANSTON, Ill.—A charge that adhesive tape had been stuck over the mouths of second-grade boy pupils in the Central Elementary School to keep them from breaking the classroom silence out of turn was under investigation recently. Mrs. Ralph Watts has charged that the mouth of her son, Willard, seven, was taped with a "barbaric" gag. Miss Vivian Heuss, the teacher, admitted having used the tape, but denied that any hardship resulted. "Recently," she said, "I let my class decide what should be done with pupils who spoke out of turn. Their idea was that paper should be placed over their mouths. That was done. I merely attached the paper with strips of adhesive tape. The paper was not kept long."

Part-Time Study Shows Increase

BOSTON. — Appreciation of the value of part-time education was held partially responsible for a 1.7 per cent. increase recorded in the attendance at Greater Boston night schools. This increase over the preceding academic year was recorded in the annual survey made public by the Prospect Union Educational Exchange, Cambridge. The survey placed the number of students at 85,000 in the sixty local public, private and endowed educational institutions that were covered. A gain of thirty per cent. in men and women taking courses dealing with art, literature and social science was noted. The proportion of women in night schools to that of men was found to represent a three-fold increase in courses that prepare for civil service examinations.

Trustees Cancel Summer School

AMHERST, Mass.—At their annual meeting the trustees of Massachusetts State College voted to omit the summer school session at the college this year as an economy measure. With a 2 per cent. increase in student enrollment this year and the prospect of a decrease in state appropriations, the trustees felt that some curtailment in the program of the institution was necessary. The omission of the summer school was the major economy measure adopted at this meeting. In acting to omit the summer school in 1932, the trustees expressed the hope that this would be the only year in which this omission would be necessary, and that the school would be re-established in 1933.

Palestine Schools Closed Over Wages

JERUSALEM.—Unrest in Damascus, which came to its height during the primary elections in December, has almost subsided. The only outward sign remaining is the student strike, the result of the expulsion of about twenty-five students at the normal school for their share in the election riots. Leaders in sympathy with the strike urge the students not to return to their classrooms until all are reinstated without penalties. Meanwhile Jerusalem and Palestine generally are experiencing stoppage of virtually all Jewish schools because of the teachers' demand from the Jewish agency of whole-year contracts and a guarantee of eleven months' pay, the teachers renouncing voluntarily one month's pay. The executive is prepared to meet the wage demand, but is unable to undertake back pay for previous years. The stoppage involves about 400 schools and 20,000 pupils and is country-wide.

No Increases, No Promotions

PRINCETON, N. J.—In an effort to help relieve unemployment conditions in the building trades of Princeton, the board of trustees of Princeton has authorized the construction of a new dormitory to house sixty-five undergraduates. The trustees also voted no increase in the salaries of faculty members this year because of economic conditions and a consequent moratorium on all faculty promotions, waiving for the time being regulations regarding the advancement in rank of faculty members.

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Utilizing Radio in the Classroom

(Continued from page 175)

dramas, or talks intended for another age group. No six-year-old is interested in the Hague Tribunal; surely Junior High School students should not waste their time on primary music.

But "don'ts" are never as popular as "do's." If I were asked to make a list of things that should be done, I would say:—

1. Choose the programs to which you listen wisely, selecting those that fit in with the curriculum, or those which may be used in various ways to stimulate creative work on the part of students.
2. Always see that the proper atmosphere has been created before listening commences—an attitude of anticipation should be evident.
3. Use visual aids freely; in science, blackboard drawings; in music, work books; in geography, maps and globe; and in all cases where possible, programs written on the blackboard.
4. See that some sort of previous research has been done, particularly in connection with history dramas. (The Manual of the American School of the Air lists books, music, pictures, and summaries of scripts for the information of teachers.)
5. Always promote some sort of discussion after each program, and whenever written compositions, poems or original art work are called for, encourage pupils to participate.

Radio broadcasting to schools may be in its infancy, but we have already gone a long way, and if broadcasters and teachers work together with the idea of being mutually helpful, children in the most remote parts of the country can be given a broadened vision of the world that would have been impossible ten years ago. The sacredness of set schedules should not interfere with a wise selective use of radio.

Grins Between Grinds

The Case Diagnosed

Aunt Dinah had several children, all of whom were badly spoiled! She had no control over them. Therefore, it was not strange that when little Sambo fell ill he would not obey the doctor.

Instead of letting the latter take his temperature he yelled and fought against it.

Much disgusted the doctor straightened up and said to Sambo's mother: "Your boy is badly spoiled!"

But Aunt Dinah beamed with relief: "Oh, no, sah, he ain't spoiled. Dat's de natural way ma pickaninny smells all de time!"

Broke But Not Broken

A friend of ours was walking down Main street one morning recently when one of those human shipwrecks accosted him with a request for a dollar.

"A dollar!" exclaimed our friend. "Aren't you going pretty strong? Seems to me a dime or at most a quarter would sound a little better."

The beggar straightened up and fixing our friend with disdainful eyes said: "Listen, bo—you kin gimme the dollar or not just as you please, but don't tell me how to run my business!"

Not Raised for That

A small boy, leading a donkey, passed by an army camp. A couple of soldiers wanted to have some fun with the lad.

"What are you holding on to your brother so tight for, sonny?" said one of them.

"So he won't join the army," the youngster replied, without blinking an eye.

Conclusive

Customer—"Three of those apples you sent me were rotten. I am bringing them back."

Storekeeper—"That's all right, madam. You needn't bring them back. Your word is just as good as the apples."

Quite Aware

An orator, warming to his task, took off his coat, which rather disconcerted one of the stewards of the meeting, who thought that a reporter would make a sensation out of the incident.

Toward the close he said to the speaker: "I don't suppose you knew, when you removed your coat, that a newspaper man was present."

"Yes, I did," was the reply, "I kept my eye on the coat all the time."

Read the advertisements as carefully as you read the rest of this magazine.

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